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SET 5

Dan, king of hip hop

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SPELD SA
Phonic Book Series

Practice page

Practise the sounds

s, a, t, i, p, n

c, k, ck, e, h, r, m, d

g, o, u, l, f, b

ai, j, oa, ie, ee, or

z, w, ng, v, oo (book), oo (room)

Practise blending sounds

van, long, sings, swim, good, buzz, sweet, claims

Practise high frequency words

to, be, the, of, do, you, he, I, so, like, myself, my, I'm, going, love, with

Vocabulary

The words on this page can be used to help the student's comprehension before, during or after reading the book. Link the meanings of words with what the student already knows, show examples or have students act out the words.

rap – songs that are spoken not sung

van – a medium sized vehicle made to carry goods

jet – a plane that flies very fast

cookbook – a book with recipes

buzz – feeling of excitement

cuz – cousin (slang)

hip hop – a style of music that can include rap

Amata – the name of the town where Dan lives

Dan sings rap songs.
He claims to be the king of
Amata hip hop. Do you agree?

“Dan, Dan, Dan the man.
Dan the man in a big, green
van.”

“I can sing you a song, it’s not too long.”

"I look so cool as I swim in the pool."

“I jump like a jet and get myself wet.”

"I look so good in my black and red hood."

"I love to cook from my sweet cookbook."

I get a big buzz, rapping with my cuz. I'm the king of Amata hip hop. I keep on going. I do not stop."

From blending to fluency

To develop fluency, the student needs to re-read the same book multiple times. Students might initially sound out every word and re-read every sentence but, with practice, blending will become more automatic. The fluency chart can be used to develop automaticity of blending by providing single word blending practice.

While reading the book, the student:

- blends the sounds of each unknown word in the sentence
- identifies and reads high frequency words
- re-reads the sentence from the beginning
- discusses the meaning of the sentence

When finished, the student needs to re-read the whole book and practise reading the same book until they can read at a steady pace with minimal sounding out.

Making connections - questions and discussion

After the student has read the book, or the relevant page, ask them one or more of the following questions and discuss:

1. What are some of the things that Dan likes doing?
   Do you like doing any of the same things?

2. Have you ever made up a rap song with your friends?
   What types of things do you need to be able to do to write a rap song?

3. Make a list of words that rhyme in the story.
   Can you use these rhyming words to make up your own rap song?
   You can make a list of your own rhyming words if you like.

4. The word 'cuz' is short for cousin.
   Tell me about some of your cousins.
   Why do we shorten some words when we speak?

5. Dan says, "I jump like a jet".
   How is the way Dan jumps just like a jet?
   What is another word for what Dan is doing? (diving)

Fluency chart

too	get	not	can
rap	wet	cook	hop
big	van	king	hood
long	buzz	jet	song
cool	keep	sings	swim
black	green	sweet	claim

SPELD SA Phonic Books follow the sequence of letter-sounds used in the Jolly Phonics synthetic phonics program. The books can be used with other phonics programs.

Set 1	**s, a, t, p, i, n**
Set 2	**c, k, ck, e, h, r, m, d**
Set 3	**g, o, u, l, f, b**
Set 4	**ai, j, oa, ie, ee, or**
Set 5	**z, w, ng, v, oo** (book), **oo** (room)
Set 6	**y, x, sh, ch, th** (think), **th** (that)
Set 7	**qu, ou, oi, ue, er, ar**
Set 8	**y** (sunny), **a** (apron), **a-e** (cake), **e** (female), **e-e** (eve), **i** (silent), **i-e** (kite), **o** (open), **o-e** (home), **u** (student), **u-e** (tune)
Set 9	**ay** (play), **ey** (they), **oy** (toy), **y** (mystery), **ea** (dream), **ie** (chief), **y** (dry), **igh** (night)
Set 10	**oe** (toe), **ow** (rainbow), **ow** (now), **ir** (bird), **ur** (turn), **ew** (few), **au** (launch), **aw** (paw), **al** (talk)

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